DOCUMENT RESUME

ED 216 393 CS 206 929

AUTHOR Holladay, Sylvia A.
TITLE Writing Anxiety: What Research Tells Us.
PUB DATE Nov 81
NOTE 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 20-25, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Anxiety; Attitude Change; Change Strategies; Higher Education; Negative Attitudes; *Student Attitudes; *Student Characteristics; *Teaching Methods; *Writing Instruction; *Writing Research
IDENTIFIERS *Writing Apprehension

ABSTRACT

Research into attitudes toward writing, still in its infancy, indicates that attitudes definitely influence growth in writing, that a writer's degree of apprehension toward writing can be measured, and that certain teaching strategies can lessen students' writing anxiety. Researchers have identified the following characteristics of writing apprehensives: (1) they are frightened by a demand for writing competency, (2) they fear evaluation of their writing because they think they will be rated negatively, (3) they avoid writing whenever possible, and (4) when they are forced to write, they behave destructively. Causes of writing anxiety vary--from neurolinguistic realities that underlie language processing, poor skill development, and inadequate role models to lack of an understanding of the composing process and an authoritative, teacher-centered, product-based mode of teaching. Research also proves that predisposition toward writing--positive or negative--is extremely important. No matter how skilled or capable individuals are in writing, if they believe they will do poorly or if they do not want to take courses that stress writing, then their skills or capabilities matter little. Such studies may guide the writing instructor to help these students by providing alternative instructional methods. (Appendixes include a bibliography on attitudes toward writing and writing anxiety, tips for helping students cope with writing anxiety, and suggested strategies for lessening writing anxiety.) (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sylvia A. Holladay
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED216393

Writing Anxiety: What Research Tells Us

Sylvia A. Holladay
St. Petersburg Junior College

(Paper 1981 NCTE Boston)

Although the importance of attitude to learning has long been widely known, until recently composition instructors have done little more than blame negative attitudes for students' poor performance, and note the superior performance of students with positive attitudes. Writing teachers have de-emphasized the important role attitudes play in learning to write, and they seem reluctant to consider improvement or even change in attitude toward writing as a valid goal of composition instruction. In contrast to this position, Kroll (1979) claims that the relationship between positive attitudes and success is especially relevant in writing classes because here student effort is necessary for improvement. He says, "Positive attitudes lead to more willing writing, and it is only by practicing writing that one can learn to write well." Research into attitudes toward writing, still in its infancy, supports Kroll's claim. This research indicates that attitudes definitely influence growth in writing, that a writer's degree of apprehension toward writing can be measured, and that certain teaching strategies can lessen students' writing anxiety.

Early Research: Profile of the Anxious Writer

In a seminal investigation Eulert (1967) studied the factors which affect learning in college composition; he discovered that the two most significant factors are student attitudes and

CS206929

motivation. From his study he concluded that learning to write depends on the student's self-image, personal attitudes, and motivation and that learning takes place when these three interact. Thus, composition instruction should center on changing students' attitudes.

The definitive and the most extensive research into students' attitudes toward writing has been conducted by John A. Daly and his various associates. A certain amount of creative tension is present and probably necessary in all writers, but some writers worry so much that this worry becomes destructive. This fear of writing may cause poor performance and may impede improvement. This fear, its causes, and its effects have been the focus of Daly's research. Basing theory on an analogy to speech communication apprehension, in 1975 Daly and Michael Miller (1975a; 1975b) coined the term "writing apprehension" to describe anxiety about writing to the degree that an individual views any writing situation as more punishing than rewarding, and through empirical research they developed and validated an instrument to measure writing apprehension. The researchers (Daly and Miller 1975a and 1975b; Daly and Shamo 1976 and 1978) have identified common characteristics of writing apprehensives: 1) they are frightened by a demand for writing competency; 2) they fear evaluation of their writing because they think they will be rated negatively--they expect to fail; 3) they avoid writing whenever possible; 4) when they are forced to write, they behave destructively. In classroom situations they consistently fail to turn in papers or turn them in late; they do not attend class when papers are due

or when essay tests are scheduled; they seldom enroll voluntarily in courses or with instructors who require writing; if a required course demands writing, they postpone taking it; especially, they do not want to take courses that concentrate on writing and will help eliminate deficiencies. Outside the classroom they do not engage in any activities which require writing, such as working on the school newspaper, serving as secretary of a club, or even writing letters to friends and relatives; they seek occupations which don't require writing or which they perceive as not requiring writing; if they find themselves in situations demanding writing, they are unhappy and often procrastinate.

Causes of Writing Anxiety

Research has revealed that the causes of writing anxiety are many and complex. Neal Raisman (1980) traces the origin of writing anxiety to neurolinguistic realities which underlie language processing. If the neurolinguistic pathways are not ready for an individual to learn to write, he or she will not learn. He explains the process as follows:

> Learning to write is an extremely high level intellectual function of very low physical need. As such, writing is open to many interferences. Numerous physical needs can interfere with learning to write. If a child cannot learn a writing function, he will fail at that task. The failure is outside of the child's control. No matter how much effort he exerts, he will fail at the writing task. To avoid the hurt of failure, the child will try to remove the cause. He will give up on trying to learn to write since that has caused anxiety. The result is that he will begin a cycle of failing at writing.

A single early failure may not be of major consequence to the child, but it becomes a larger problem when the failure becomes

generalized into other tasks of language learning. Raisman's research further proves that the cycle can be broken in college students because their neurological development is complete and will not interfere with learning to write.

Other researchers suggest a variety of causes. James Bartell (1976) claims one source to be the paradox of the child-writer/adult-reader in the composition classroom. His notion is that although any writer to be effective must be authoritarian and confident, the basic structure of American education keeps a student aware of his or her immaturity and inferior position. For example, the teacher usually decides when and how a paper is to be written. However, the student is penalized for writing weak unassertive prose. Daly (1978) cites aversive conditioning, poor skill development, and inadequate role models as contributing factors to writing apprehension. Further, Daly and Joy Hailey (1980) have identified evaluation, especially fear of evaluation, conspicuousness, ambiguity, novelty, and poor prior experience as situational variables which increase writing anxiety. Mike Rose's research (1980) reveals that rigid or inappropriate rules for composing and using language, as well as inflexible or confused planning strategies may cause apprehension or even stymie writing altogether. Lynn Bloom's study (1980) has disclosed two additional causes--one, lack of awareness of the complexities and variabilities of the composing process of any writer; and two, an authoritative, teacher-centered, product-based mode of teaching. Bloom asserts that:

> the traditional concern with the products rather than the processes of writing, and conventional simplified (though perhaps for good reasons) textbook and pedagogical treatments of the alleged but not necessarily real steps of the writing process, inadvertently conspire to perpetuate a number of myths that anxious students hold about their own writing.

Elaine Maimon's study (1979) combined with her experience in the classroom led her to conclude that writing anxiety perpetuates itself:

> Many freshman writers search with a sense of desperation for ways to avoid the errors that will evoke their professors' displeasure. Like strangers in a foreign culture, they try to draw as little attention to themselves as possible, sitting near the back of the classooom, rarely volunteering any comments, writing essays filled with "safe" cliches, which they hope are spelled accurately. These beginners are afraid to take any risks because they have already found themselves in trouble just by playing it safe. If their instructors continue to emphasize an avoidance of error, then students will finally learn to avoid as many errors as possible by not writing at all.

Effects of Writing Anxiety

Now what about the effects of writing anxiety? In the past few years researchers have confirmed that negative attitudes toward writing can have devastating effects. The writing of the high apprehensive as compared to that of the low apprehensive is shorter (Daly 1977), is less intense (Daly 1977; Daly and Miller 1975c; Cope 1978), is lower in quality as perceived by raters (Daly 1977), is less competent based on qualitiative assessments of writing effectiveness and on quantitative measures of length and syntactic characteristics (Daly 1978; Faigley, Daly, and Witte 1981; Garcia 1979), and is less clear because of the writer's inability to manipulate and control language patterns with confidence (Book 1976). Another effect is that the high apprehensive scores lower on objective tests, such as the Scholastic

Aptitude Test or the Graduate Record Examination, of writing skills (that is, spelling, grammar, punctuation, style, relevance, and organization) than does the low apprehensive (Daly and Miller 1975b; Daly 1978; Faigley, Daly, and Witte 1981; Garcia 1979). Furthermore, writing apprehension affects students' academic decisions: high apprehensives do not take advanced writing courses (Daly and Miller 1975b) and choose an academic major which they perceive as requiring little writing (Daly and Shamo 1978). Writing anxiety also affects occupational choice and satisfaction, apprehensives preferring work with little or no writing (Daly and Shamo 1976). Evidence of writing apprehension in the classroom can also affect teachers' evaluation of writing performance: teachers in all disciplines expect students who exhibit anxiety or who try to avoid writing to write poorly and usually evaluate their assignments accordingly (Daly 1979; Garcia 1979).

In addition to the unfavorable academic and occupational results of writing apprehension, recent research has indicated a relationship between apprehension and other personality characteristics. For example, there is a statistically meaningful, inverse relationship between writing apprehension and the way people feel about themselves. The research of Daly and Deborah Wilson (1981) has provided support for the theory that:

> The act of writing with its highly intentional nature and required effort, is sometimes directly, and almost always indirectly, an exposure of self to others. In most cases, writing is accompanied by either actual or implied evaluations from others. This exposure and evaluation may be reflected, over time, in inferences by the writer of self-worth. A history of positive evaluations of one's writing

> should lead to higher self-esteem on the part of the writer than would a series of negative reactions. Heightened self-esteem should be associated with lower writing apprehension. A person's apprehension about writing develops, and is maintained, at least in part, from others' evaluations of his or her writing. People receiving positive responses from others for their writing are less likely to be apprehensive about the act than their counterparts who receive negative reactions.

The investigations of Daly and Wilson have also revealed that apprehension is positively related to oral communication apprehension, reading attitudes, and receiver anxiety; but inversely related to tolerance for ambiguity, math anxiety, and alienation. Another researcher Mary Edel Denman (1981) claims that personality changes are positively associated with learning to write, that students experiencing an increase in writing skill will also experience an increase in self-confidence.

Thus, research proves that predisposition toward writing--positive or negative--is extremely important. No matter how skilled or capable the individuals are in writing, if they believe they will do poorly or if they don't want to take courses that stress writing, then their skills or capabilities matter little. And Daly's research reinforces Maimon's belief that negative attitudes about writing are self-fulfilling (Daly 1977):

> Writing apprehension /is/ a learned response by the individual to writing encounters. The highly apprehensive writer expects, due to a history of aversive responses, negative evaluations for writing attempts. This expectation likely becomes self-fulfilling. Fearing aversive consequences the high apprehensive writer avoids writing. Avoidance of writing leads to less practice which in turn should result in lower evaluations (i.e., punishments) of any writing that is produced when it is compared with writing samples of individuals who often practice. Thus what the apprehensive expects should and does occur.

These negative attitudes toward writing function similarly to learning blocks, which Bruner saw as defenses against learning. Because learning to write threatens the students' sense of themselves, they try to protect themselves, yet in the process harm themselves.

Strategies for Coping with Writing Anxiety in the Classroom

The literature provides some information based on research to guide the concerned instructor to help students cope with writing anxiety. Although composition teachers have usually considered the best remedy for writing anxiety to be requiring the high apprehensives to write more, either by requiring them to write more frquently in a class or writing lab or by keeping a journal, or by requiring them to take an additional course, Daly and Miller (1975a) early in their investigations suggested that forcing students to write is probably the wrong solution because it reinforces the "punishing nature of the writing act." The research of Powers, Cook, and Meyer (1979) and my own curricular research (1978) support Daly and Miller's observation. In a study of students in a basic English composition course, Powers, Cook, and Meyer discovered that compulsory writing does increase writing apprehension, resulting in more negative attitudes, especially among high-risk students and among students originally reporting low apprehension. From my own early study I as many other teachers erroneously concluded that instruction in the writing process would automatically lessen writing anxiety. But it's not quite that simple. I have discovered, for example,

that some students who have a misinformed notion of what good writing is and how to write well have low apprehension at the beginning of a composition class, but then as they discover the rigors of writing well in academic settings, their apprehension actually increases. I have also discovered that traditional instructional strategies often increase rather than decrease writing anxiety, and Seiler, Garrison, and Booher (1978) have reached similar conclusions. Their research suggests that the situation or environment and the circumstances in which the writing occurs, especially time constraints, may cause an increase in writing anxiety.

These studies suggest that instead of requiring high apprehensives to write more, we as teachers of writing should give more attention to alternative instructional methods because the traditional strategies are not satisfactorily achieving the goal of helping students improve their attitudes toward writing or their writing ability. One alternative proposed by Fox (1979 and 1980) is the workshop method. He compared the effects of the workshop method with the effects of the traditional method and found that the workshop approach significantly reduced writing apprehension at a faster rate than conventional instruction. The structured student-centered strategies of a workshop class allow students to develop confidence in their writing and to accept evaluation of their writing, two attitudes necessary for writers to relax enough to write well. Many other curricular studies (See bibliography.) have led researchers to similar conclusions.

Furthermore, Bloom's study (1980) indicates that composition should be taught as a flexible process with much variation, instead of as a rigid simplistic process, and that the composition instructor should rely on a variety of instructional strategies to help students go through the process of writing with less frustration and anxiety.

Future Research

Research in this new exciting area is now expanding. John Daly (1981) continues to lead the field. He and his associates are studying how test anxiety, evaluation anxiety, and writing anxiety are related; how writing assignments affect writing anxiety; what effects writing anxiety may have on writing behavior; how writing attitudes and constructs develop; and why people write and how to identify and develop appropriate goals for writing. Also Daly suspects that situational anxiety may sometimes be valuable to a writer; thus, he is investigating the three variables of writing apprehension, procrastination, and writer's block to discover the degree or level of anxiety which may be beneficial. Studies in cognitive processes and in their relationships to the writing process, such as those of John Hayes and Linda Flower, of Susan Kaufman, of Sondra Perl, and of Sharon Pianko, are providing insights into attitudes toward writing. Other researchers are studying the degree of writing anxiety of various student populations and how this anxiety relates to learning and performance in school so that students may be counseled more effectively. Still others continue to study various

strategies for helping students learn to write with ease and enjoyment. Additional knowledge from these studies will make us better teachers and better writers.

Learning to cope with negative attitudes toward writing is very important for all composition instructors and all writing students because, as Virginia Book (1976) says:

> Written communication is an essential aspect of educational and professional life. Apprehension severely limits or modifies an individual's ability to function with confidence and fulfill his/her aspirations. With a better understanding of this debilitating phenomena, communication experts should be able to help those who are affected overcome their anxieties and improve their skills.

BIBLIOGRAPHY ON ATTITUDES TOWARD WRITING AND WRITING ANXIETY:
THEORY, RESEARCH, AND PEDAGOGY

Prepared by Sylvia A. Holladay, St. Petersburg Junior College

Bartell, James. "Child Writers and Adult Readers: The Paradox of the Composition Class." Arizona English Bulletin, 19 (October 1976), 23-28. TP

Bayne, Sarah. "Helping Kids Write." Independent School, 39 (February 1980), 29-32. P

Beery, Richard G. "Fear of Failure in the Student Experience." Personnel and Guidance Journal, 54 (December 1975), 191-203. BT

Bell, Eric, and Alan Price. "Delaying Grades: A Strategy for Motivation." Pennsylvania English, 7 (1979), 21-24. P

Benson, Louise. "The Effects of Peer Feedback During the Writing Process on Writing Performance, Revision Behavior, and Attitude Toward Writing." DAI, 40 (1979), 1978A. (University of Colorado at Boulder) RP

Bisesi, Sandy L. "The Composing Process: A Case Study of a Tenth Grader." Exercise Exchange, 20 (Spring 1976), 18-21. R

Bloom, Lynn Z. "The Composing Processes of Anxious and Non-Anxious Writers: A Naturalistic Study." Paper, CCCC, 1980. R

Bloom, Lynn Z. "Teaching Anxious Writers: Implications and Applications for Research." Composition and Teaching, 2 (December 1980), 47-60. P

Bloom, Lynn Z. "Why Graduate Students Can't Write: Implications of Research on Writing Anxiety for Graduate Students." Paper, CCCC, 1981. T

Bloom, Lynn A., and Martin Bloom. "An Empirical Study of Writing Anxiety: Its Manifestations and Reduction." Paper, CCCC, 1978. R

Bloom, Martin. "Anxious Writers: Distinguishing Anxiety from Pathology." ERIC ED 172 254. B

Book, Virginia. "Some Effects of Apprehension on Writing Performance." Paper, American Business Communication Association, 1976. ERIC ED 132 595. T

Bova, Rita J. "The Entry Skills, Methods and Attitudes of the Intermediate Composition Student in a Post-Secondary Composition Program." DAI, 40 (1980), 5342A. (Ohio State University) R

Bowles, Callie E. R. "A Case Study of the Impact of Teacher-Student Interaction on the Remediation of Writing Deficiencies in the Community College." DAI, 40 (1979), 2496A-97A. (Virginia Polytechnic Institute and State University) RP

Boyd. Carol. "Field-Dependence-Independence and Writing and Revision in the Referential, Expressive, and Persuasive Aims." DAI, 40 (1980), 6196A. (University of Iowa) R

Brand, Alice Garden. "The Therapeutic Benefits of Free or Informal Writing Among Selected Eighth Grade Students." DAI, 40 (1979), 1316A. (Rutgers University) RP

Brazil, James. "On Teaching Composition at the Community College." DAI, 36 (1975), 3431A. (University of Michigan) RP

Clifford, John. "Composing in Stages: The Effects of a Collaborative Pedagogy." Research in the Teaching of English, 15 (February 1981), 37-53. RP

Collins, Allan, and Dedre Gentner. "A Framework for a Cognitive Theory of Writing." In Cognitive Processes in Writing. Ed. Lee W. Gregg and Erwin R. Steinberg. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers, 1980. BT

Collins, Carmen. "The Effect of Expressive Writing Upon College Freshmen's Cognitive and Affective Development." Study prepared at Rutgers University, 1978. ERIC ED 173 801. RP

Collins, Gertrude A. "A Comparative Study of the Effects of Different Methods of Teaching Writing Skills to Students in a Community College." DAI, 36 (1976), 7230A. (Boston College) RP

Cooper, G. C. W. "The Relationship Between Errors in Standard Usage in Written Compositions of College Students and the Students' Cognitive Styles." DAI, 40 (1980), 6257A. (Howard University) R

Cope, Jo Ann. "Writing Apprehension." Paper, Western College Reading Association, 1978. ERIC ED 154 425. T

Crisp, A. H., and H. Moldofsky. "A Psychosomatic Study of Writer's Cramp." British Journal of Psychiatry, 3 (1965), 841-858. B

Daly, John A. "The Effects of Writing Apprehension on Message Encoding." Journalism Quarterly, 54 (Autumn 1977), 566-572. R

Daly, John A. "Recent Research on Writing Apprehension." Paper, CCCC, 1981. R

Daly, John A. "Writing Apprehension and Writing Competency." Journal of Educational Research, 72 (September/October 1978), 10-14. R

Daly, John A. "Writing Apprehension in the Classroom: Teacher Role Expectancies of the Apprehensive Writer." Research in the Teaching of English, 12 (February 1979), 37-44. R

Daly, John A., and Joy Lynn Hailey. "Putting the Situation into Writing Research: Situational Parameters of Writing Apprehension as Disposition and State." Paper, NCTE, 1980. R

Daly, John A., and J. C. McCroskey. "Occupational Desirability and Choice As A Function of Communication Apprehension." Journal of Counseling Psychology, 22 (July 1975), 309-313. B

Daly, John A., and Michael D. Miller. "The Empirical Development of an Instrument to Measure Writing Apprehension." Research in the Teaching of English, 9 (Winter 1975), 242-249. R

Daly, John A., and Michael D. Miller. "Further Studies on Writing Apprehension: SAT Scores, Success Expectations, Willingness To Take Advanced Courses, and Sex Differences." Research in the Teaching of English, 9 (Winter 1975), 250-256. R

Daly, John A., and Wayne Shamo. "Academic Decisions As A Function of Writing Apprehension." Research in the Teaching of English, 12 (May 1978), 119-126. R

Daly, John A., and Wayne Shamo. "Writing Apprehension and Occupational Choice." Journal of Occupational Psychology, 49 (March 1976), 55-56. R

Daly, John A., and Deborah Wilson. "Writing Apprehension, Self-Esteem, and Personality." Paper, American Educational Research Association, 1981. ERIC ED 192 320. R

Davis, Donald M. "The Development and Testing of a Program of Systematic Desensitization for the Treatment of Writing Apprehension." DAI, 40 (1980), 4797A. (Pennsylvania State University) RP

Davis, William J. "The Mastery Learning and Conventional Modes of Instruction in College-Level Composition: A Comparative Study Based Upon Selected Student Characteristics." DAI, 36 (1976), 6502A. (Oklahoma State University) RP

Denman, Mary Edel. "I Got This Here Hang-Up: Non-Cognitive Processes for Facilitating Writing." College Composition and Communication, 26 (October 1975), 305-309. P

Denman, Mary Edel. "The Measure of Success in Writing." College Composition and Communication, 29 (February 1978), 42-46. T

Denman, Mary Edel. "Personality Changes Concomitant With Learning Writing." Research in the Teaching of English, 15 (May 1981), 170-171. R

Diamond, Irene, and others, eds. A Guide to Helping the Reluctant Writer. Prepared at Wisconsin University at Madison with NEH Grant, 1980. ERIC ED 193 654. P

Dillman, Richard H. "Responding to Composition: An Alderian Approach." Paper, CCCC, 1980. ERIC ED 186 893. P

Dinan, John S. "The Classroom as Playground." Paper, CCCC, 1979. ERIC ED 172 231. P

Dressel, P. L. "Values Cognitive and Affective." Journal of Higher Education, 42 (May 1971), 400-405. B

Dreussi, Rose Mary Edwards. "A Study of the Effects of Expressive Writing on Student Attitudes and Exposition." DAI, 37 (1976), 2806A. (University of Texas at Austin) RP

Duke, Charles R. "Writing Apprehension: Where Does Fear of Writing Come From?" In Remedial English. Urbana: Illinois Association of Teachers of English, 1980. ERIC ED 179973. T

Eulert, Don. "The Relationship of Personality Factors to Learning in College Composition." College Composition and Communication, 18 (February 1967), 62-66. RT

Faigley, Lester, John A. Daly, and Stephen P. Witte. "The Effects of Writing Apprehension on Writing Performance and Competence." Paper, American Educational Research Association, 1981. R

Fea, Henry. "The Affective Component of Study." In Proceedings: Conference on Compensatory/Remedial Education. Ed. Howard B. Larson and Steven G. Olswang. Seattle, 1975. ERIC ED 112 992. BT

Federn, Paul. "The Neurotic Style." Psychiatric Quarterly, 31 (1957), 681-689. B

Flower, Linda S., and John R. Hayes. "The Dynamics of Composing: Making Plans and Juggling Constraints." In Cognitive Processes in Writing. Ed. Lee W. Gregg and Erwin R. Steinberg. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers, 1980. BT

Fox, Roy F. "Treatment of Writing Apprehension and Its Effects on Composition." DAI, 40 (1979), 81A. (University of Missouri at Columbia) R

Fox, Roy F. "Treatment of Writing Apprehension and Its Effects on Composition." Research in the Teaching of English, 14 (February 1980), 39-49. R

Fox, Roy F. "Treatment of Writing Apprehension and Its Effects on Composition." Research Report, University of Missouri, 1979. ERIC ED 189 637. R

Freedman, Sarah W. "Teaching and Learning in the Writing Conference." Paper, CCCC, 1980. ERIC ED 185 599. P

Gage, Thomas. "Composing: The Art of Letting Your Right Brain Recognize What Your Left Brain Is Recalling." Paper, Sociolinguistic Conference in San Francisco, 1977. ERIC ED 157 098. BT

Galbraith, David. "The Effect of Conflicting Goals in Writing: A Case Study." Visible Language, Special Issue on Dynamics of Writing, 14 (1980), 364-375. R

Garcia, Robert J. "An Investigation of Relationships: Writing Apprehension, Syntactic Performance, and Writing Quality." DAI, 39 (1979), 4211A. (Arizona State University) R

Gorrell, Donna K. "Eliminating the Negatives in Basic Writing." Paper, CCCC, 1978. ERIC ED 159 734. P

Gorrell, Donna K. "Writing Apprehension: Combating Fear of Failure." In Remedial English. Ed. Dorothy Matthews. Urbana: Illinois Association of Teachers of English, 1980. ERIC ED 179 973. P

Hagaman, John. "Self-Knowledge, Self-Confidence, and the Teaching of Style." Paper, CCCC, 1976. ERIC ED 122 297. P

Hairston, Maxine. "Some Speculations About Writing Programs in the Eighties." ADE Bulletin, 67 (Spring 1981), 12-14. P

Hartig, H. "Student Attitudes and Purposes for Teaching Writing." Wisconsin English Journal, 13 (1970), 33-36. P

Harvley-Felder, Z. C. "Some Factors Relating to Writing Apprehension: An Exploratory Study." DAI, 39 (1979), 6530A. (University of North Carolina at Chapel Hill) R

Haynes, Elizabeth F. "Using Research in Preparing to Teach Writing." English Journal, 67 (January 1978), 82-88. RP

Heaton, H.F. "A Study of Writing Anxiety Among High School Students Including Case Histories of Three High and Three Low Anxiety Students." DAI, 41 (1980), 1068A. (University of Wisconsin at Madison) R

Holladay, Sylvia A. "A Way Out of Bonanzaland." Teaching English in the Two-Year College, 1 (Winter 1975), 63-69. P

Hurlow, Marcia L. "Linguistic Insecurity and Linguistic Complexity." Paper, CCCC, 1981. RT

Hurlow, Marcia L. "Writing Mode and Linguistic Insecurity." DAI, 40 (1979), 2021A. (Ohio State University) R

Kiefer, Kathleen E. "Premature Reassurance and the Basic Writer." Paper, CCCC, 1980. ERIC ED 186 925. P

King, B.L. "Measuring Attitudes Toward Writing: The King Construct Scale." Paper, CCCC, 1979. ERIC ED 172 258. R

King, B. L. "Two Modes of Analyzing Teacher and Student Attitudes Toward Writing: The Emig Attitude Scale and the King Construct Scale." DAI, 40 (1980), 3934A-35A. (Rutgers University at New Brunswick) R

Koch, Carl J. "Small Groups in the Composition Class: A Case Study of Developing Linguistic Security and Written Fluency." DAI, 36 (1975), 3629A. (University of Michigan) R

Koch, Carl J., and James M. Brazil. Strategies for Teaching the Composition Process. Urbana, Illinois: National Council of Teachers of English, 1978. P

Kramer, Howard W. "The Relationship Between Personality Type and Achievement in Expository and Creative Writing." DAI, 38 (1978), 3384A. R

Kroll, Barry M. "A Cognitive-Developmental Approach to the Teaching of Composition." Teaching English in the Two-Year College, 7 (Fall 1980), 17-21. P

Kroll, Barry M. "Assessing Students' Attitudes Toward Writing." English Record, 30 (Winter 1979), 6. T

Lindemann, Erika. "The Teacher's Sense of Audience in Commenting on Student Papers." Paper, CEA, 1981. P

Linn, Bill. "Psychological Variants of Success: Four In-Depth Studies of Freshmen in a Composition Course." College English, 40 (April 1978), 903-917. R

Lunsford, Andrea. "Measurable Improvement in the Writing of Remedial College Students." Research prepared at the University of British Columbia, 1978. ERIC ED 155 725. R

Lynch, Mervin, and Lucille May. "Some Effects of Heightening Anxiety Levels of Creativity and Prior Anxiety." ERIC ED 141 814. P

McCroskey, James C. "Classroom Consequences of Communication Apprehension." Communication Education, 26 (1977), 27-33. B

Maimon, Elaine P. "Talking to Strangers." College Composition and Communication, 30 (December 1979), 364-369. P

Meichenbaum, Donald H. "Cognitive Modification of Test Anxious College Students." Journal of Consulting and Clinical Psychology, 39 (December 1972), 370-380. B

Mettelka, K. A. "Rhetorical Strategies in Composition and Creative Writing." Paper, Midwest MLA, 1980. ERIC ED 196 046. P

Metzger, Elizabeth. "Individualizing Remedial Writing at the College Level." Paper, New York State English Council, 1975. ERIC ED 113 733. P

Neidt, Charles O., and Dalva E. Hedlund. "Longitudinal Relationships Between Cognitive and Affective Learning Outcomes." Journal of Experimental Education, 37 (Spring 1969), 56-58. B

Neidt, Charles O., and Dalva E. Hedlund. "The Relationship Between Changes in Attitudes Toward a Course and Final Achievement." Journal of Educational Research, 61 (October 1967), 56-58.

Newkirk, Thomas. "Why Students Find Writing To Be Torture." Paper, Northeast MLA, 1979. ERIC ED 169 542. T

O'Neil, Harold F., Jr., and Charles D. Spielberger, eds. Cognitive and Affective Learning Strategies. New York: Academic Press, 1979. P

Palmer, Thelma. "Why Our Kids Can Write, or, Running SLO's Through the Right Brain Equals the Morphology of Diddley Doos." English Journal, 69 (September 1980), 48-51. P

Passman, Richard H. "A Procedure for Eliminating Writer's Block in a College Student." Journal of Behavior Therapy and Experimental Psychiatry, 7 (September 1976), 297-298. BP

Perl, Sondra. "The Composing Processes of Unskilled College Writers." Research in the Teaching of English, 13 (December 1979), 317-336. B

Peterson, Jenny, and Joan Macheledt. "On Pain and the Term Paper." Bulletin of the English Language Center, 3 (March 1973), 59-72. P

Petrosky, A. "Research Roundup: Apprehension, Attitudes, and Writing." English Journal, 65 (December 1976), 74-77. R

Pianko, Sharon. "A Description of the Composing Processes of College Freshman Writers." Research in the Teaching of English, 13 (February 1979), 37-45. B

Powers, William G., John A. Cook, and Russell Meyer. "The Effect of Compulsory Writing on Writing Apprehension." Research in the Teaching of English, 13 (October 1979), 225-230. R

Purdy, Dwight H. "A Report on An Ungraded Composition Course." College Composition and Communication, 26 (May 1975), 204-206. P

Raisman, Neal A. "I Just Can't Do English: Writing Anxiety in the Classroom." Paper, CEA, 1981. TP

Raisman, Neal A. "Teaching Composition and Neurolinguistics: An Investigation of Dysfunction and Teaching Freshman Composition." DAI, 40 (1980), 4454A. (University of Massachusetts) RT

Reece, Shelley C. "The Journal Keeps the Person in the Process." Paper, CCCC, 1980. ERIC ED 193 665. P

Rogers, L. "The Composing Acts of College Freshman Writers: A Description with Two Case Studies." DAI, 39 (1978), 101A. (Rutgers University at New Brunswick) R

Rose, Mike. "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block." College Composition and Communication, 31 (December 1980), 389-401. P

Sanderson, Herbert W. "Student Attitudes and Willingness to Spend Time in Unit Mastery Learning." Research in the Teaching of English, 10 (Fall 1976), 191-198. R

Sbaratta, Phillip A. "A Flexible Modular System: An Experiment in Teaching Freshman Composition." DAI, 36 (1975), 1280A. P

Scanlon, Leone. "Writing Groups in an Interdisciplinary Program or Getting Around the Professorial Block." ERIC ED 169 546. P

Schultz, Lucille M. "Describing Writing Apprehension in Required Writing Courses for Freshmen and Juniors." Paper, CCCC, 1981. T

Seiler, William, John P. Garrison, and Richard K. Boohar. "Communication Apprehension, Students' Assistance Outside the Classroom, and Academic Achievement: Some Practical Implications for the Classroom Teacher." Paper, Central States Speech Association, 1978. ERIC ED 153 292. P

Shepherd, T. R. "Self-Concept and Self-Evaluation Writing: Strands and Strategies for Describing, Prescribing and Evaluating the Task." Paper, National Conference on Language Arts in the Elementary School, 1976. ERIC ED 120 761. P

Simmons, JoAnn McGuire, Project Director. Report on the Experiment Testing the Effectiveness of the One-to-One Method of Teaching Composition. Improvement of Learning in English Project, Los Angeles Community College District, 1979. RP

Sommers, Nancy. "Responding to Student Writing." Paper, CCCC, 1981. P

Steidle, Ernest F. "An Investigation of Writing Ability As A Function of Student Attitude: General and Specific." Paper, American Research Association, 1977. ERIC ED 139 023. R

Stiles, Eleanor E. R. "A Case Study of Remedial Writers in Selected Two-Year Colleges in East Tennessee." DAI, 37 (1978), 7004A. (University of Tennessee) R

"Structuring Without Stifling." On the Ball-Point: Classroom Practices in Teaching Composition. Publication No. SC-743. Los Angeles City Schools, Division of Instructional Planning and Services, 1976. ERIC ED 131 477. P

Thompson, Merle O'Rourke. "Classroom Techniques for Reducing Writing Anxiety: A Study of Several Cases." Paper, CCCC, 1980. ERIC ED 188 661. RP

Thompson, Merle O'Rourke. "The Development and Evaluation of a Language Study Approach to a College Course in Freshman Composition." DAI, 39 (1979), 3340A. (The American University) RP

Thompson, Merle O'Rourke. "A Study of Writing Anxiety: The Effects of Several Classroom Strategies." Paper, CCCC, 1979. RP

Thompson, Merle O'Rourke. "Writing Anxiety and Freshman Composition." Paper, Northeast Regional Conference on English in the Two-Year College, 1979. ERIC ED 183 235. T

Thompson, Merle O'Rourke. "Writing Anxiety and Discrimination in Freshman Composition." Paper, Southeast Regional Conference on English in the Two-Year College, 1980. T

Tingle, Nick. "Notes from the Ground Down (Or Ground Up): Insecurity, Anxiety, and the Teaching of Composition." College English, 43 (April 1981), 341-351. P

Tompkins, S. S., and C. E. Izard, eds. Affect, Cognition, and Personality. New York: Springer, 1965. B

Van de Weghe, Richard P. "Research in Composition and the Design of Writing Programs." ADE Bulletin, 61 (May 1979), 28-31. P

Veit, Richard C. "De-Grading Composition: Do Papers Need Grades?" College English, 41 (1979), 432-435. P

Wagner, Eileen Nause. "The Impact of Composition Grading on the Attitudes and Writing Performance of Freshman English Students." DAI, 36 (1976), 5232A. (University of Virginia) R

Wason, Peter C. "Conformity and Commitment in Writing." Visible Language, Special Issue on Dynamics of Writing, 14 (1980), 351-363. T

Weiss, Robert H., and S. A. Walters. "Writing Apprehension: Implications for Teaching, Writing, and Concept Clarity." Paper, CCCC, 1980. ERIC ED 189 619. P

Winchel, Ronald, and others. "Impact of Coeducation on 'Fear of Success' Imagery Expressed by Male and Female High School Students." Journal of Educational Psychology, 66 (1974), 726-730. R

Woodward, John C., and Arthur G. Phillips. "Profile of the Poor Writer." Research in the Teaching of English, 1 (Spring 1967), 41-53. B

Young, Eugenia W. "An Experimental Study to Determine the Effects of Individually Prescribed Instruction on Achievement in, and Attitudes Toward A Written Communication Course." DAI, 40 (1979), 3068A. (Oklahoma State University) RP

Zemelman, S. "How College Teachers Encourage Students' Writing." Research in the Teaching of English, 11 (Winter 1977), 227-234. P

Zimmerman, June W. "An Investigation of the Effect of Students' Self-Concept of Writing Ability on Their Writing Processes and Writing Achievement: Case Studies of Eleven Black College Freshmen." DAI, 38 (1978), 7132A. (Florida State University) R

Key to Abbreviations:

B = Background Information

P = Pedagogy

R = Research Study

T = Theory

NOTES:

November 1981

Appendix 1

Tips for Helping Students Cope With Writing Anxiety

Respect students.
Create a supportive classroom environment--to reduce threat and fear.
Help students understand the writing process.
Break the process into steps and slow down the process to allow students to deal with cognitive constraints by giving attention to one aspect at a time.
Encourage planning.
Stress the recursive nature of the writing process.
Stress discovery through the writing process.
Teach students that writing is a messy process; allow students to be messy in writing.
Encourage students not to edit too soon.
Encourage revision. Teach strategies for revision. Perhaps give another grade for revision.
Integrate study of mechanics into study of composition.
De-emphasize correctness until students are comfortable with the process of composing.
Design realistic specific prompts.
Give more attention to invention or generating ideas for writing.
Give more attention to audience for writing.
Provide specific strategies for writing.
Repeat the strategies and allow students to practice so that writing behaviors can become automatic.
Provide examples or samples, not models, for writing.
Use student samples of writing.
Allow students to pace their own work.
Make expectations clear to students; take the mystery out of assignments and criteria for grades.
De-emphasize grades.
Provide assistance to the students <u>during</u> the writing process.
Initiate individual conferences and tutoring sessions.
Develop and use guidelines for self-evaluation of writing.
Develop and use guidelines for peer response to writing.
Understand the relationship of the affective to the cognitive.
Teach to change student's attitudes as well as to improve their writing abilities.
Use the workshop model for the classroom: it facilitates all of these suggestions.

Sylvia A. Holladay, 1981

Appendix 2

Suggested Strategies for Lessening Writing Anxiety

Free Writing
Looping
Journals
Brainstorming
Identifying a Question as a Starting Point
Problem Solving
Scenarios
Cases
Simulation Games
Peer Response to Writing
Peer Group Discussion and Study
Group Writing
Group Editing
Self-Evaluation
Emulation
Sentence Combining
Exploration for discovering a subject and for generating ideas
  Static View - descriptive features
  Dynamic View - processes, changes, movements
  Relative View - classification, comparison, contrast, analogy
  (See Four Worlds of Writing by Janice Lauer and others.)

****

A Few References for Strategies

Book, Cassandra, and Kathleen Galvin. Instruction In And About Small Group Discussion. Urbana: ERIC/SCA, 1975.

D'Angelo, Frank J. Process and Thought in Composition. 2d ed. Cambridge: Winthrop, 1980.

Donovan, Timothy R., and Ben W. McClelland, eds. Eight Approaches to Teaching Composition. Urbana: NCTE, 1980.

Field, John P., and Robert H. Weiss. Cases For Composition. Boston: Little, Brown, 1979.

Flower, Linda. Problem-Solving Strategies for Writing. New York: Harcourt, 1981.

Gorrell, Donna. Copy/Write: Basic Writing Through Controlled Composition. Boston: Little, Brown, 1982.

Koch, Carl, and James R. Brazil. Strategies for Teaching the Composition Process. Urbana: NCTE, 1978.

Larson, Richard. "Discovery Through Questioning: A Plan for Teaching Rhetorical Invention." In Contemporary Rhetoric: A Conceptual Background with Readings. Ed. W. Ross Winterowd. New York: Harcourt, 1975.

Lauer, Janice M., and others. Four Worlds of Writing. New York: Harper, 1981.

Tedlock, David, and Paul Jarvie. Casebook Rhetoric: A Problem-Solving Approach to Composition. New York: Holt, 1981.